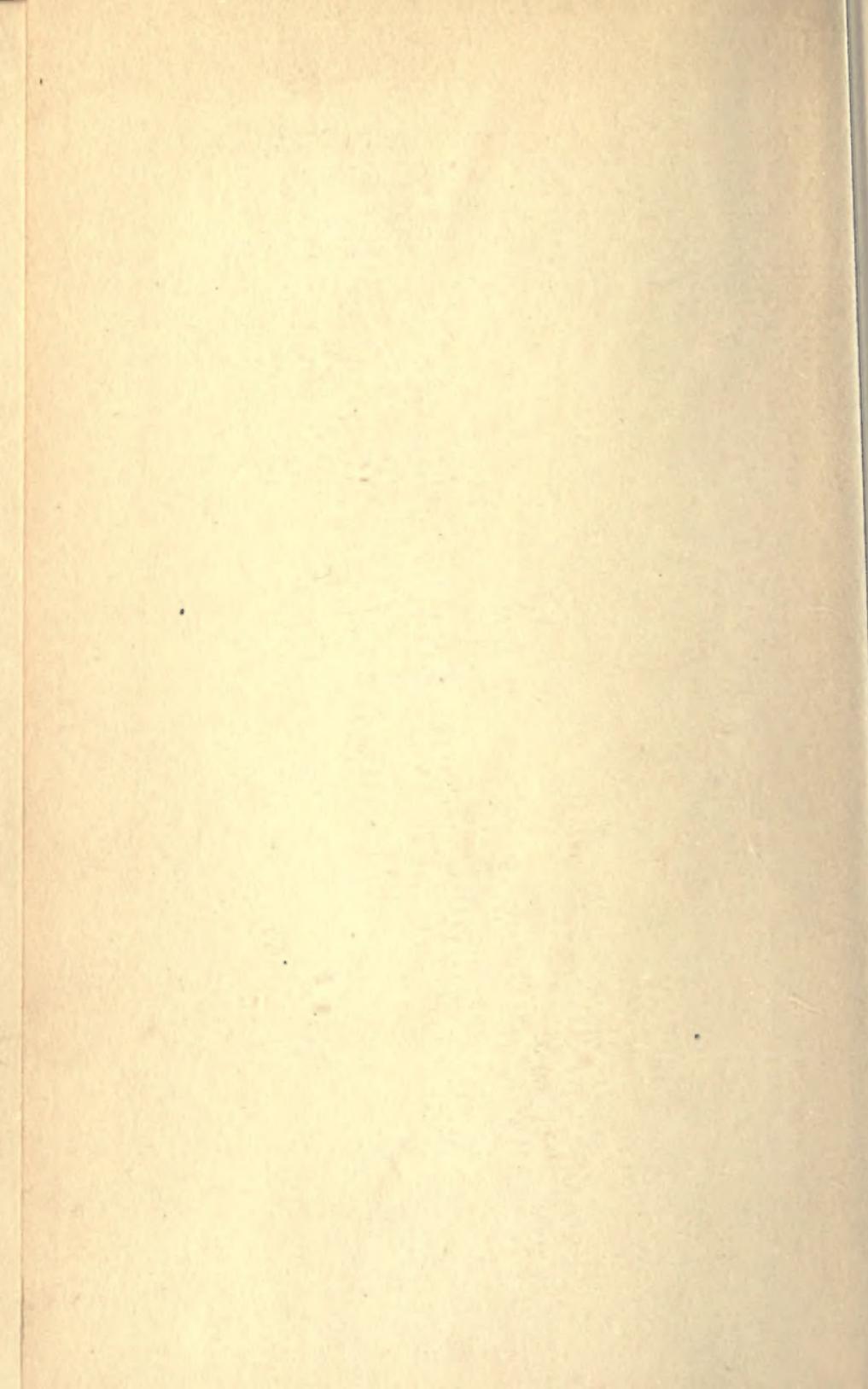


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PROFESSOR OF THE PHILOSOPHY OF EDUCATION
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THE HOME SCHOOL

BY

ADA WILSON TROWBRIDGE

OF

THE HOME SCHOOL, PROVIDENCE, R. I.

WITH AN INTRODUCTION BY

RANDALL J. CONDON

SUPERINTENDENT OF SCHOOLS, CINCINNATI, OHIO



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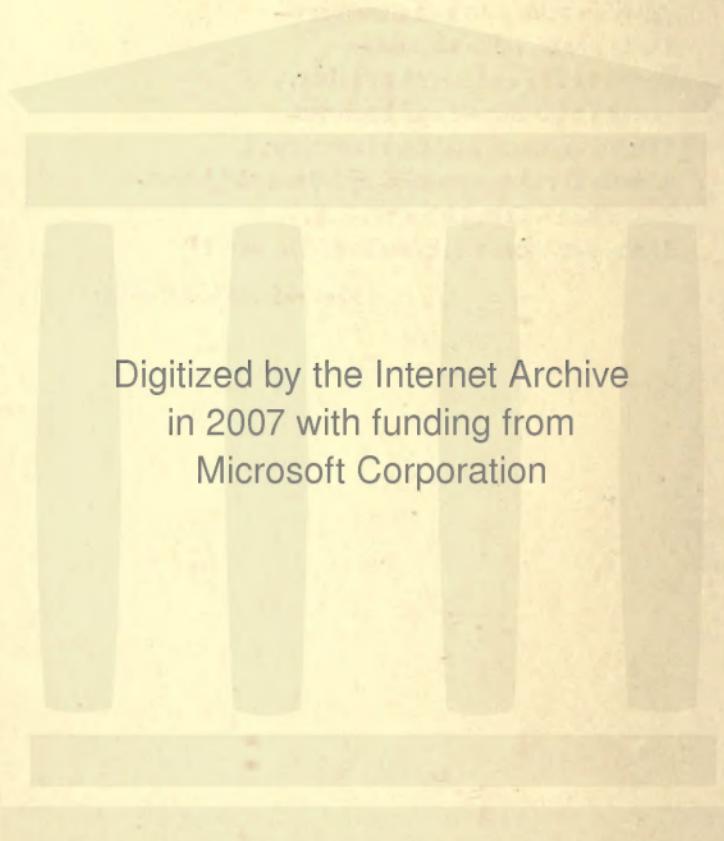
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All life moving to one measure—
Daily bread, daily bread—
Bread of life and bread of labor, ¶
Bread of bitterness and sorrow,
Hand-to-mouth, and no to-morrow,
Dearth for housemate, dearth for neighbor—
“ Yet, when all the babes are fed,
Love, are there not crumbs to treasure? ”

Wilfrid Wilson Gibson



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INTRODUCTION

BY RANDALL J. CONDON

IN one of my reports as Superintendent of the Everett, Massachusetts, schools, written in December, 1900, I said, looking back over the educational developments of the last quarter of the nineteenth century and forward to the opening years of the twentieth :—

But the greatest gain of all — and the one most necessary — will come through the establishment of more vital relations between the pupil and the various subjects of instruction. He will be brought into closer touch with the world in which he lives ; the school will be not so much an institution by itself, but will stand more as an interpretation of life and of the institutions of which the pupil is a part ; it will not so much fit him for a life he is to live in later years as it will teach him *how* to live, and to interpret the life he now has. It will find or make opportunity for the expression of the things taught in terms of actual living, not at a subsequent period, but during the years of instruction. In the past, household duties have been taught most effectively and thoroughly by giving children an opportunity to participate in the household *work* — by instructing them *in* this work

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— not teaching them *about* it. The apprenticeship system, not so very long ago, was the recognized preparation through which a young man was introduced to a profitable occupation. *He learned his work by working at it.* Modern social forms and industrial organizations have largely eliminated from the present courses of study these two vital subjects of instruction, — home-making and wage-earning, — for they were as really a part of each young person's education as though they had been taught in the schoolroom ; and more so, because taught in *reality* and not *formally*.

We must and shall find out how to supply these omissions from our present system of education. We must teach our young women how to make homes, and our young men how to support them, and this solution must be the problem of future education.

To this end there must be established a closer relation between school instruction and the industrial pursuits.

Realizing that sewing, cooking, and manual training, as then practiced, were far from meeting the real needs of the situation — that they were not supplying the vital incentives for mental activity and manual dexterity that are afforded by real occupations ; and believing that educational procedure should be strengthened on the expression side by connecting the work of the

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school with the work of the community, that there might be afforded the largest possible opportunity for the application of the principles and theory taught in the classroom—with these ideas quite clearly in mind, I closed my report for that year with a brief discussion of the need for a more direct and intimate connection between school instruction and the home and industrial pursuits. In that discussion occurred the sentence quoted above—"We must and shall find out how to supply these omissions from our present system of education."

We have made substantial progress in that direction in twelve years, but we have found so far only a partial answer to the problem. In the remaining years of the first quarter of this twentieth century we shall come much nearer the final solution.

In 1903, I prepared with the help of several teachers, and issued at Helena, Montana, a course for girls in the seventh and eighth grades, entitled "The Girl in the Home."

An attempt was made to answer through that outline the question: "What a Girl Needs to Know." Under the first division—"In relation to herself"—she was to be taught how to make and care for her own wardrobe, including the

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selection of materials ; also mending, making-over, washing, ironing, etc. ; how to dress for different occasions ; health and simplicity in dress ; a girl's work-basket, what it should contain, and how to keep it ; personal hygiene ; a special consideration was to be given to a girl's room — what it should contain and how it should be arranged and cared for.

Under the second division — “In her relation to the family” — were to be considered her privileges and duties as a daughter ; her relations to brothers and sisters. It included the care and arrangement of the dining-room, silver, and table-linen ; the kitchen ; a study of raw materials ; cooking, and the arranging of simple menus ; nursing, and the care of the sick-room ; what to do in emergencies, etc.

Under the third division — “In relation to her friends” — was to be considered a girl's social life ; receiving and entertaining ; the selection of friends ; balancing of home and social duties ; her conduct on the street and at social gatherings.

In addition to these three main divisions there were sections devoted to the study of home decorations ; home occupations ; and the homes of other lands and times as compared with the American home of the present day.

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This indicates briefly the scope and purpose of the work. The girl herself was to be the center of the teaching, and she was to be taught to think of herself in relation to her home and to society. Her instruction was to react directly upon herself and was to be expressed in terms of work and of conduct. The following sentences from the outline — which is before me as I write — will indicate the spirit in which the plan was to be undertaken :—

If the subject is to be taught in such a way that there shall result from it more vital living, it should be made *real*. To this end there must be established a closer union of home and school. They are not to be considered as separate, but as parts of one plan of instruction. Teachers and mothers must come to know each other, and must consult and coöperate to the same end.

Not only is what is taught in the schools to find its application in the home and in society, but much of the teaching will be done through the home and society.

Necessarily some of the instruction will be given by the teacher, and in essays and discussions by the class ; in the study of magazine and book articles and illustrations ; but this instruction and discussion must be closely connected with the doing of the things taught ; in actually performing the work — not as school exercises, but for a *real* purpose.

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Visits should be made to dry-goods and millinery stores, for the purpose of examining material, learning the cost and the amount needed for different articles of clothing.

Visit furniture stores, markets and grocery stores, to examine and price the various articles under discussion.

When the convenience, decoration, and arrangement of a girl's room is under discussion, spend the afternoon at the homes of some of the girls who are willing, to show how rooms may be simply and tastefully arranged. Many mothers will be willing to place their homes at the disposal of the class for an afternoon for purposes of demonstration and work in the kitchen, laundry, or dining-room.

Simplicity, genuineness, and the fact that all right conduct and true courtesy spring from right motives and genuine kindness should be emphasized throughout all the teaching. Remember that *education* comes largely *through action* and that conduct makes, as well as exhibits, *character*.

Find or make opportunities for vital instruction through the exercise of right conduct in connection with each subject of instruction ; *right thinking* and *right being* will result from *right acting*.

When the Home School was opened in Providence, Rhode Island, in the fall of 1911, it was only another attempt to embody the ideas which had been maturing during these years, namely :

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That it is the business of public education to prepare girls for their future duties and responsibilities as home-makers and housekeepers; and that this education and training cannot be effectively given unless it is connected with the home in such a way that the instruction shall find expression in the home, and shall react upon the girl in her home relations and occupations. It was not intended to ignore the related education of boys, but rather, by placing the emphasis in this manner upon the education of girls directly for their great life responsibilities, to try to obtain some light upon one phase of the problem which might also be utilized in the solution of related problems.

The Home School is only a more adequate expression and extension of the ideas which were contained in "The Girl in the Home," eight years before, with this important difference: The teaching and the initial activities are all connected with and conducted in a real home—instead of having a part of them given in a formal and unrelated schoolroom.

There were four rather important problems to be solved after the necessary authority for the organization of such a school had been granted on September 27, 1911:—

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First, to find a house — suitable both in itself and in its location ; second, to provide the proper furnishings and equipment ; third, to select a name ; fourth, and most important of all, to obtain the teachers.

How the house was selected, made ready for occupancy, and the girls invited to come and use it, is told in one of the following chapters. After the consideration and rejection of many other terms, I finally decided upon the name, "Home School," because it seemed to convey better than any other expression the whole meaning — a school with the emphasis upon, the spirit of, and its motive for, the home ; I always think of it, and express it, as the *Home School*.

After the services of three teachers of the right kind had been secured, the author of this monograph being one, I felt certain as to the outcome.

When the teachers had been selected, I said to them in substance, after outlining the general plans, "Don't consider yourselves so much teachers as old-fashioned mothers — 'bringing up' a big family of girls, where every one has some part of the household duties to perform ; where the homely virtues of economy and wise expend-

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itures and making much of little are practiced ; where helpfulness and kindly consideration of the rights of others prevail ; and where there shall be at the right time opportunities, as between mother and daughter, for the confidential, intimate consideration of some of the great problems of a girl's life."

And this thought has been emphasized since,— " You can sacrifice some things — almost anything, but the one essential ; — you must never lose the real homelike atmosphere in which all other things become possible ; if this is lost, all is lost ; success will turn to failure."

Because the home spirit has been caught and has not been allowed to escape ; because the ideal of a home in its plans and furnishings has been kept simple and inexpensive, and not beyond the comprehension or ability of the girls to realize in their own homes ; because they have experienced the joy of work well done ; because they have applied the lessons learned and the skill acquired, and because, as one girl expressed it, " Every time I come to this place it looks more beautiful to me," — beautiful because of the simplicity and well-ordered homelike activity ; — because of these things, the " Home School " is bound powerfully to affect the present

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and future lives of the girls who come within its influence.

But such schools, in addition to teaching girls household duties and occupations, and showing the mothers how to care for their children, will also meet another large need of the community — the need for neighborhood centers in which the home life of the people may be magnified.

The "Settlement House," with its volunteer workers, has shown the need and has pointed the way. The Home School, maintained at public expense, — belonging to the people themselves, — will render a still larger social service, more general in its application and more permanent in its results.

What the regular schoolhouse, with its assembly hall, gymnasium, and classrooms, may become as a civic, recreation, and educational center, that the Home School will become as a genuine, social, home center, from which shall radiate that spirit of friendship and those kindly influences that may reach all the homes of the community, and may help to transform the residents of the city into the old-fashioned neighbors of the country.

Because I believe the ideas contained in the following pages make for a larger and better home and community life ; because I believe the

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principles there expressed must be more largely utilized if the schools are to interpret life and are to render their greatest service to the social, industrial, and civic life of the people, I am glad to introduce the "Home School," and its interpreter; and to ask for both a kind reception, a careful consideration of their message, and a wide acceptance of so much of truth as may be found therein.

RANDALL J. CONDON.

CINCINNATI, *March, 1913.*

THE HOME SCHOOL

I

SOME ASPECTS OF MODERN EDUCATION

A new demand in education

SCATTERED here and there in the public school systems of America are schools bearing a new message in education. These are known as "home schools," and may be looked upon as the most hopeful spots in modern vocational training for girls. That a more intelligent supervision and care of the home is necessary in America is recognized by all most closely in touch with our present social conditions. Many of the weaknesses and dangers of civilization may be traced to the home; or, more hopefully expressed, the remedy for these weaknesses and dangers of our social and industrial structure lies in the home.

Far-sighted settlement workers have been putting forth effort along this line for many years, but it is only within the past few months, one might almost say, that this responsibility has been recognized by the public schools. The enlargement of the functions of the public schools

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goes on with such amazing rapidity, that the "visions" of our superintendents, principals, and teachers become *facts* almost before the public has recognized the presence of a new demand and a new responsibility. So it is not surprising that in a night, as it were, housecraft schools should have sprung up in Boston, Providence, Los Angeles, and in many cities of the Middle West. The lines of development in these various cities differ with the needs of the locality, but all have as their motive a more complete, thorough, and rational training for girls in all matters pertaining to home-making.

Many successful men and women of to-day look back upon the wholesome, active interests of the simple life of their youth with a feeling that some of the most potent influences of their education are lacking in the schools of to-day, where the children have little direct part in the daily arts of life. Formerly the school merely supplemented life, giving a certain amount of book knowledge; but to-day, on account of changed living conditions, the public schools are called upon to make systematic provision for the normal impulses of children to play, to work together, and to participate in real life. Health, mental development, culture, and civic capacity must all

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be contributions of an adequate education. With all the work we have done thus far through state and philanthropy, we have never utilized all the energy, nor properly directed the surplus of ideas, nor met all the needs.

A few years ago, the Report of the Commission on Industrial and Technical Education for Massachusetts contained the statement that in the public schools the child had come to be "almost wholly separated from life"; fortunately, conditions have been changing so rapidly, that this statement does not have the force to-day that it had six years ago, although the cry is still going up for more opportunities for the youth of to-day to express themselves in constructive and creative manual and mental occupations. And a community consciousness and ideals of citizenship must be realized, and coöperative work and play become a fact, that every open schoolroom door may say to the child:—

"So enter that ye may be serious and thoughtful;
So depart that ye may be of service to mankind."

*Home-making a necessary supplement to education
for girls in all social groups*

While sympathy for the less favored members of society makes one dwell upon the needs of the

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working-girl, it is nevertheless true that much incompetence, with its attendant unhappiness, is found among girls and women with money and leisure. By far the greater number of divorces and separations occur among the well-to-do, and the cause of a large percentage has been traced to mismanagement in household affairs. Habits of indolence, frivolous amusements, imprudent or vicious social customs among women, may all be traced more or less directly to indifference toward the home. If a woman's economic independence, either directly or indirectly, is maintained through household crafts, her interests will of necessity be within the home, and growth and evolution of ideas will follow. But if her home is merely an abiding-place and a place for various forms of amusement, and not a field for her industry, inventiveness, and deeper self-expression, her energies will be diverted to other forms of activity often less worth while and sometimes disintegrating to the best interests of the individual and the state.

The maternal instinct and natural aversion to aggressive employment have kept women, since the first primeval housewife, concerned with the problems of daily food, clothing, shelter, and the arts that beautify. The home-making in-

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stinct is almost as strong biologically as the mating instinct, and its proper development from early youth to maturity is just as essential in conscious education as the principles of mathematics or the facts of history. To disregard this factor is to deprive the growing girl of one of the most potent agents for the development of character and the unfolding of the emotions. All the beneficent labor of the home is the birth-right of a girl; and whatever her wealth, station, or future possibilities, she should be given a chance to secure the benefits of her inheritance.

Home-making training for boys

The fact that these pages are concerned chiefly with problems of home training for girls does not in any sense indicate that the necessity for educating boys, also, in these branches has been overlooked. In some foreign districts, particularly, it is quite as necessary for the boys to understand how to handle home problems as for the girls, if well-ordered industry is to drive out incompetence and poverty. In cases where the father is out of employment, the family depends on the daily earnings of the mother, and while she is away the father and sons must know how to prepare the meals and care for the children.

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One of the menaces to the habits, health, prosperity, and happiness of the poorer classes has been the idleness of the men-folk, their household incompetence, when "out of a job." Industrial and economic equality of the sexes means equal educational opportunities for boys and girls in all those activities that make for higher ideals of parenthood and citizenship.

In those localities where home training for boys is needed, no system of education is complete or adequate that does not offer this instruction. The way in which this shall be handled depends largely upon the needs of the community and the experience and educational methods of those in charge. But conscious education for boys in the development of home life is a necessity, if one would have them share abundantly in the highest responsibilities of human experience.

II

THE NECESSITY FOR TWO DIFFERENT TYPES OF TRAINING—FOR INDUSTRY AND FOR THE HOME

Concerning industry

ON account of economic pressure, a large proportion of girls in the public schools drop out as they approach or finish the grammar school. It is plain that some sort of self-improvement should be provided for them after they have left the public schools. The problem of after-training for girls is much more difficult and complex than that for boys, since the trade or vocation which the boy has chosen determines the character of his supplementary training. In the education of the working-girl, there is a twofold demand to be met, that of giving preparation for her temporary calling, and that of fitting her to meet the requirements of her future career as a homemaker.

Seven years is the average length of the period during which the female wage-earner is employed, and the period is even shorter for the more unskilled workers. After this, a girl's at-

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tention is usually given to the making of a home, and it is in this capacity, as a home-maker, that the greater part of her life will be spent. It is admitted that girls should be skilled in some trade, since their industrial efficiency has become an economic necessity : thus it is clear that their after-training must include housecraft and also knowledge to supplement a skilled trade. These are two entirely different types of training and must be carried on independently of each other, except with reference to those money-making pursuits which may be satisfactorily conducted in the home and which will receive consideration elsewhere.

Girls who enter the various poorly paid juvenile employments have little prospect of future progress, and at the end of four or five years of such work are little better off than when they left school. Factory work is so highly specialized, and subdivided into so many branches, that the young girl working at some particular operation of the industry is ill-equipped to earn a living at some other branch, although possessing a high degree of skill in her special line of the work. Many young girls, from delicacy of the hand and deftness of manipulation, take up jewel-setting, the remuneration being princely,—in a relative

TYPES OF TRAINING

sense at least. But the process is non-educative and leads to no advancement. When, from the strain on the eyes, the girl must give up the work, as almost invariably happens, she is just where she was when she left the grammar school. One girl, for example, being obliged to give up jewel-setting after working at the trade for several years and earning at times as much as seventeen dollars a week, was forced to accept a position in a box factory with a wage of three dollars per week.

There are great difficulties in the path of the modern educational movement for providing training in a wide range of industries, and it is probable that the question will be solved through the organization of related industries and the presentation of those fundamentals in handcraft and machinery that are shared by the group and may be used as a basis for evolving some form of progressive training.

Concerning the home

Under present conditions, all the trades, and home-making as well, are artificial processes; that is, industrial conditions have made it necessary to develop them as conscious educational processes. This is perfectly clear with reference

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to the trades, and a little consideration will reveal that, so far as the working-girl is concerned, housecraft is no longer an instinctive process of acquiring skill.

The factory girl is off early in the morning for her work, and back in time for the evening meal, and there is little time for learning the arts of housecraft even if conditions were favorable. Her home is scarcely more than a boarding-place. The absence, in many homes, of the proper atmosphere for teaching organized home-making of any kind is recognized by teachers of experience in this line of work, and this fact is one of the strongest arguments in favor of the establishment of home schools where systematic and organized home-making may be demonstrated in a satisfactory atmosphere.

One instance from the experiences of a young teacher will serve as an illustration. In conducting a lesson on bed-making and hygienic care of the sleeping-room, the teacher saw that one factory girl was not in harmony with the suggestions given for opening the bed on getting up in the morning, and airing the bedroom. "Esther," she questioned, "don't you think it would be a good thing to throw back the bedding and open the window and let in the clean, fresh air?"

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"No,—Tessie's in bed!" was the answer. Indeed, closer investigation showed that not only was "Tessie" in bed, but sometimes "Mary" also, and often "Willie." It is difficult to bear in mind all the possible conditions under which one's pupils are living (and in one school they will often be as diversified as the elements of our complex American life), but to plan broadly for education one must have a clairvoyant sympathy and understanding regarding all types in all our social groups.

The particular type of training advocated for the home school is not given anywhere else in the present plans and outlines for education. It is true that domestic science is handled in the high schools, but there has been a lack of correlation between the technical studies given and the actual home experiences. This is due largely to the absence of the home environment. And that the household arts in the high schools have been unpopular is due chiefly to the fact that the surroundings have not been those of the home, and an appeal has not been made to the creative home-making instincts. Domestic science with a laboratory sort of flavor does not make the psychological appeal. It is also true that during the period between fourteen and eighteen years most

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girls seem to evince a distaste for home occupations. Here, too, the explanation may partly be found in method and environment. Consciously or unconsciously, a girl's interests have been diverted from the home to school activities, social enjoyment, and wage-earning, but it is nevertheless possible to enchain her interests and gratify her tastes in the home surroundings. Sympathetic observers interested in this line of work have found that girls become strikingly individualized under the vital problems of home-making, and most naturally develop traits of independence and womanliness.

The time is already here when the whole field of domestic science must be viewed from a new standpoint. Just one successful home school, with its productive environment, throws down the gauntlet to the laboratory method of training girls for the vocation of home-makers and mothers.

The idea of housecraft becoming a part of organized, conscious education is the most practical thing in the world. It is not a "fad"; it is not a "frill"; it is a fundamental in the economic evolution of the race.

III

THE HOME AS AN INSTITUTIONAL UNIT AND THE HOME SCHOOL AN EXPRESSION OF IT

WHATEVER may be our ideas as to the progress of the race away from the existing order of things, we cannot conceive of a condition that does away with the home as a fundamental unit of society. The first social unit was a mother and her child, housed in the primitive shelter which the mother had devised for her own protection and that of her infant. And the evolution of all home and tribal customs and laws is merely the history of the long struggle to maintain this unit and to attach the father permanently to the group.

The home a fundamental unit

In the constant change that accompanies social progress, institutions valuable at one period serve their term of usefulness and give place to others more fit. The influence of the church, business, the press, the school, and even the home is an inconstant power, and in any age the

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deficiencies of one institution must be met by an increased vigor in some other. Of all the institutions that have ministered to human progress, the home has been the most stable, and is the one social unit whose influence cannot be replaced. But complex conditions affecting all homes, and particularly urban homes, are making it necessary for other institutions to reinforce the home and to offer supplementary training to meet the needs of society. Under the economic pressure of a commercial age, the homes in the crowded city districts are the ones that bear the greatest burden, and the ones that must receive most outside inspiration and support.

The public school at the present time is the most vital organ of democracy, and as such is meeting problems which a few years ago would have been entirely outside its propaganda. For the child, the home influences and domestic pursuits offered in the public schools can in no sense take the place of its own home life, and such examples are offered merely as supplementary training or as a means of conscious education where conditions make it impossible for housecraft to develop as an instinctive process. The home as an institutional unit must be preserved, and if conditions make its natural and

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spontaneous development impossible, we must provide for its growth and nurture through artificial processes.

It is now true, as it always has been, that the supreme struggle of humanity is to maintain the home. This means shelter, food, clothing, some degree of comfort for all, and a more or less harmonious and interdependent family group. When all in the household contribute something to the maintenance of the home, as in the case of the busy poor, the most ideal condition obtains. By contrast, it is the lack of this necessity for work that impoverishes the home life of the "idle rich." The happiest homes are those where all have duties to perform and service to render.

The function of the home school

The fact that girls must be wage-earners to help in the support of the family is not, in itself, to be deplored, but rather the conditions that make it necessary for a girl to earn her living before she has received a minimum of schooling, or the necessary instruction to make her a skilled worker. With a scientific understanding of the home as an institutional unit, the home school may become, in any community, a sym-

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pathetic and intelligent demonstration of what home life can be, and may dispense new ideals of cleanliness, order, and thrift, and the larger possibilities of the home that reach out into the trades and the many beneficial forms of neighborhood coöperation. In handling the girls in small groups it is possible to show how all the work in the home may be done by the members of the family working together along some systematic plan; and through the serving of meals, games, reading, and many forms of recreation it is possible to show how the social side of home life may be developed and made to include varied interests, that old and young, men-folk and women-folk, may all find some congenial activity within the home environment.

The most vital and lasting benefits are always those which people achieve for themselves; and the value of concrete examples, artificially introduced, rests chiefly in the spontaneous development that will follow through imitation, and the new forms of initiative and activity that will grow through suggestion. The best thing that can be done for a community is to bring into it some form of inspiration through which the people may develop their own improved conditions and work out their own progress. The new

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and broader humanitarianism is but the family ideal of sympathy and mutual helpfulness enlarged to include the community, the state, and even the "uttermost parts of the earth." This unit is a fundamental in all spiritual evolution, and every expression of it adds a building-stone to the foundation of social progress.

IV

THE HOME AS AN ECONOMIC INSTITUTION, AND THE RELATION OF TRADE AND HOUSEHOLD EDUCATION

The modern home, and the woman of to-day

WOMAN'S faithfulness to the line of duties laid down for her at the beginning of human family life has been the consecration of industrialism. Persistently and unremittingly she has kept at her task of builder, potter, weaver, artist, cook. Her cunning has devised shelter, prepared food, made clothing, and developed both useful and decorative arts. In reviewing her long struggle with the forces of nature, and with the even more subtle compulsion of rapidly developing social laws, one feels that whatever may be the difficulties of to-day or of to-morrow, woman's resourcefulness will prove sufficient.

It is a curious fact that, in a progressive and advancing civilization, one of the prime efforts of education should be to bring back to the home some of the pursuits and occupations of primitive times. The home was the first great agent for promoting vocational training, and every-

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thing relating to life, even preparations for warfare, were marked by the contriving brain and industrious fingers of woman. And it is to be deeply regretted that accuracy of the eye, deftness of the hand, resourcefulness, and eagerness for expressing a sense of the beautiful, no longer exist with the masses as they did in primitive civilizations.

It is impossible to go back to any age and reproduce its conditions, no matter how great its opportunities may have been or how adequate its institutions. Reverence for the "good old days" must give place to a dynamic belief in the "better to-day and to-morrow." However useful and devoted the lives of our grandmothers may have been, it is impossible to foist those workaday conditions upon the girls of to-day. In an age where machinery and countless inventions facilitate business and all social processes, it is futile to attempt to engage a girl's interest in a long day of household drudgery, or excite her enthusiasm over scrupulous and petty details. So far as possible, she must be shown the use and benefit of gas stoves, fireless cookers, vacuum cleaners, and every invention and appliance for making work easy. Every girl should know the value of gas and electricity for lighting, hot and

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cold water in the kitchen, screens for doors and windows, a well-lighted and ventilated toilet and bathroom, for these are the things she must demand in the houses and tenements she will occupy. The home-maker of to-day cannot be content with old-fashioned and inconvenient conditions for work, any more than the primitive woman could content herself with her bone knife after she had learned the value of a metal blade. Winning a girl's fancy back to the home does not mean back to the home of her grandmother, but the modern, flexible, scientific, progressive home. An ideal of home-making that offers the opportunity merely for clean, orderly housekeeping, good cooking, sewing, and mending will never prepossess the girl of to-day. The outlook for self-expression must be wider than this, and must offer possibilities for economic independence, and leisure for pleasure and self-improvement.

The home a producing center

A money recompense unquestionably adds a certain zest to labor, and the thought of her pay at the end of the week will enliven the six days toil for the working-girl. The absence of any pay for home work, while it has helped to form

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gentle traits of devotion and unselfishness, has at the same time been responsible for much hurried, slovenly work. Nothing vital in the struggle for existence appears to be connected with the manner in which the house is cleaned, or the meals prepared and put on the table. In the trades, the unfortunate results following the bad workman are immediate, but there is no recognized standard or censor for home affairs.

It is also true that the wives and daughters of working-men do not always receive in food, clothing or housing what seems to them a satisfactory return for their labor. A like amount of time spent at the store or factory would bring more personal independence, for the daughter, at least, and a weekly wage. In most instances the compensation for housework must lie chiefly in the inward satisfaction of doing work thoroughly and well, and in the wholesome pride of having a neat and well-ordered home. This, although a higher incentive than money, does not make so direct an appeal. At the present time the home is not an economic institution. It is not a producing center, and to follow a money-making calling means to drift away from the home. Activities properly belonging to the home have been carried away from it and organized under

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factory conditions. We find women in bakeshops, making the tabooed "baker's stuff," and working under conditions far less sanitary and agreeable than the home kitchen would be. The same thing is true in regard to sewing; woman takes her place at the sewing-machine in the crowded factory, while home needlework, with its artistic possibilities, remains an undeveloped industry.

The reason for this is clear, since economic advance in specialization and differentiation has brought in the restaurant, delicatessen, ready-to-wear clothing, and the grocery with its preserved fruits and canned vegetables. All this has reduced the necessity of the home as a producing center; and the home-maker, whether a woman who must help in the support of the family, or a woman of leisure, finds herself separated from many of those domestic arts which once engrossed the energy, interest, and ingenuity of the sex. One of the chief problems, to-day, in education for girls, is to bring back to the home some of those money-making activities that formerly were carried on there, and to establish new crafts and arts which may be developed effectively by women in their homes. The Indian women with their baskets and pottery left examples of enduring beauty; and one regrets that among the

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masses at the present time women are not engaged in producing anything expressing a permanent form of art or lasting element of beauty. Production invariably stimulates inventiveness, and to put a market value on any handicraft product tends to improve the quality of the work and to lift it into the realm of an art. So, to organize certain industries about the home as a center would infuse new vitality into the home occupations, and call forth new expressions of originality in all workers.

The home is a far broader and more interesting field for woman's ingenuity than the shop or factory, and offers unique opportunities for bringing into play all her native talents and acquired accomplishments as business assets. The demand for all home products seems to indicate that home industry, if properly organized and exploited, would have great economic significance in this particular age when social and business conditions have caused so many classes and groups to be consumers and so few to be producers.

There is an increasing demand for expert seamstresses, and for workers in the more artistic lines of needlework, embroidery, crocheting, knitting, etc.; there is always a market for good,

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home-made bread, and it is open to the house-wife to displace bakers' inferior products with her own superior ones ; it has been proved that choice jellies and preserves can be made in the home and sold for a profit at a lower figure than that charged for the best factory products. Through the influence of the arts and crafts guilds, some exquisite art metal-work has been developed in the home, also leather-work, wood-work, basketry, beadwork, and occasionally pottery and other artistic crafts, and a good price is always commanded by such products.

To extend this skill to the masses and open up new possibilities for home production would add materially to the income of the home and enlarge the range of interests and happiness.

Neighborhood coöperation

It is doubtless true that many changes beneficial to the home will be brought about through neighborhood coöperation. As coöperation saves both time and money and is one of the paths along which progress moves, it is an element to be desired in any community and particularly in those districts where the fewest advantages exist and the tendency to all forms of disorder is greatest. It is possible through coöperation to

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maintain neatness and order even in the most crowded localities, and much has been done in our large cities along the lines of public health through the establishment of neighborhood sanitation committees. In Boston, particularly, neighborhood coöperation has been secured in many localities to see that garbage pails are covered, that some provision is made for burning the rubbish, and that the fruit, vegetables, and other produce in the small grocery stores is properly screened from flies and dust, and that it is out of the reach of dogs and other contamination from the street.

Coöoperative cooking and laundry work have been tried more or less in neighborhood guilds and social centers, and always with some degree of success. However, the greatest benefits from coöperation will be realized when some combination is made that establishes the economic importance of these household trades. The work must be so organized that the conditions for the workers are easier and pleasanter than "working out" by the day; it must offer a better income, and for the home-maker must hold out new opportunities for economy of time and money.

Day nurseries for the care of children whose mothers must go out to work are a valuable

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neighborhood institution, and in the poorer or more neglected districts offer a chance for neighborhood playgrounds and the supervised recreation of the children.

The value of community coöperative effort cannot be overestimated, since it represents not only the will of the people, but also their needs, their money support, and their sacrifices.

The home school as an industrial center

The home school represents all the possibilities of the neighborhood, or rather it is a means of giving expression to all the talents of the people through the resources of the locality. It is typical, showing what may be accomplished in any home of the neighborhood through well-directed effort; and in every phase of activity, it preaches the new economy and thrift that must become a habit of mind before any lasting prosperity can be enjoyed. Interest in these matters of economy in the home is not an emotional one, but a scientific one. As a people, we have the wasteful and spendthrift habits that belong to youth unaccustomed to husband its resources, and we must grow more and more into the ways of economy that exist in the older, more crowded civilizations. In the face of a growing desire for

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luxury and ease, there must be a conscious effort to cultivate thrift, simplicity, and a more spiritual sense of values.

To feed those under her care, woman has always had to be something of an inventor. This, even more than the necessity of clothing and shelter, has tested her ingenuity and resourcefulness. Primitive woman searched the hills and plains for roots, nuts, and fruit for daily use, and to-day the thrifty housewife who must contrive a living from a small income uses all the free bounty of nature and every advantage offered by climate or locality. The girls, through the many suggestive activities of the home school, learn to use to advantage what might be called waste materials. Attractive articles and furniture to use in the home or to sell may be made from wood packing-boxes; delicious jellies may be made from wild fruit; tomatoes enough for the winter's supply may be had from a small, carefully tended garden plot.

At the Providence Home School the girls have sold jelly made from the wild barberry, and outings are planned for gathering the wild grapes and apples for jelly. Green tomatoes in the School garden have been made into pickles, and the beets, turnips, and other root vegetables

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stored away for the winter. The corn and green summer vegetables were used by the girls who took care of the garden during the vacation months.

There is a demand for all the bread and cake baked at the Providence Home School, and a little sum realized from this was turned over to the superintendent at the end of the first year. And at one of the schools where home-making has been introduced, all the tomatoes raised in the school garden have been canned and stored away for the hot school luncheons. Carefully prepared and adapted material of any kind has a tendency to make the worker rely too much on externals. So when pupils are encouraged to use materials found in the home or collected from sources near at hand, they find a practical opportunity for creative activity and the spontaneous working-out of valuable principles of education.

In every locality there is material that for one reason or another offers special economic possibilities either from the standpoint of use or art. In California, for example, there are the fruits not suitable for shipping which may be purchased for very little. In Florida there are the "drops" in the orange and grapefruit groves which may be had almost for the asking, yet it is often impos-

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sible to buy good home-made orange or grapefruit marmalade. And although the guava grows easily and abundantly in Florida, the "guava-paste" one buys is made in Cuba or Honduras, and in the tourist season it is sometimes impossible to get good home-made guava jelly. The kumquat is abundant, and the preserved fruit a great delicacy, but no housewife has yet been enterprising enough to put this on the market for the benefit of the tourists. In the South there are many rarities and novelties in fruits and made delicacies which offer an opportunity for the development of home industry, particularly in those sections visited by tourists. A few successful home schools would help to show what can be done with home market gardens, the cultivation of flowers for selling, home baking, needlework, and art work of all kinds.

V

SPECIAL THINGS TO BE ACCOMPLISHED THROUGH THE HOME SCHOOL

*"The children of to-day are the citizens of
to-morrow"*

EXPERIENCE seems to show that the best possible education for girls from fourteen to sixteen years of age has not yet been evolved, and it is probable that many difficulties pertaining to the higher development of girls, from whatever social group, will be settled through the home-making schools.

In the first place, the home school must be an expression of the needs of any community in which it is established. The home life expressed must be the highest possible that can be maintained and yet meet the material and intellectual capacity of the neighborhood, for no education is true education that does not take into account all the assets of the home environment of the children. The homes of the people are the most vital resources open to school and settlement workers. And contributions to the welfare of the community which can be made in any way from

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the use of local products must be considered, as well as the subtler contributions from the particular temperament and morale of the people. This feature of adaptability to any locality and capacity for receiving the impress of any nationality or social group is one of the most interesting characteristics of the home school, and one that gives a new sort of vitality to all the work connected with it.

Social, racial, and industrial conditions in our communities are not what they were fifty years ago, and as a result we must reorganize our forces to meet the changed conditions. Industrial factors have tended to disorganize or break up the family, and the influx of alien races has tended to bring in ideas of domestic life foreign to our heritage of family ties and ideals. The changing basis of social and moral standards has made uncertain the footing of our young people.

To-day the public schools are the greatest factor in maintaining our institutions, ideals, inheritance, and Americanism. They are the melting-pot into which we receive little souls of every race, every faith, every color, and send forth loyal American citizens. So they must furnish examples of all those highest forms of endeavor which contribute most to usefulness and good

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citizenship. The school population is like some vast fluid, enfolding our cities, for which we must evolve and mark out wise, effective, and adequate channels.

The public schools, industrial work, and the home must share the responsibility for the incompetence, lassitude, and lack of initiative in the youth of to-day. The time is now here when these three agents are coöperating to rectify the evil results of past methods and practices. The factory is welcoming the housecraft courses offered in continuation schools; the home is asking a closer relation with books and tools; the school is developing a new brotherhood. The growing harmony among these educational agents has already had a marked effect in developing a love for productive work. The school that has made it possible for a girl to create tasteful furniture from packing-boxes, or to paper a room, or to experiment in finishing floors, or to earn her summer's outing by waiting on table, or baking good bread, or by putting into practice some other craft, has done a vital thing for the community.

Industry is a natural impulse, and girls may be trained to be as eager to share in the common service as to get personal profit from the common

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wealth. Indeed, to stimulate initiative and the creative instincts is to awaken an intelligent desire for economic competence and independence. Certainly the widest, undeveloped field in our public school system is that of the home school, offering as it does a method that at once appeals to the play spirit of the child, its natural yearning for the genial warmth of the home atmosphere, and its sense of power in doing practical, helpful things. This is the opportunity for the educator, the long-sought chance for self-expression on the part of the child, and the dawning in the parent of the possibility of holding together the family through new and progressive ideals of home life. For the home is the most important place for the training of character and citizenship, however valuable may be the organized activity of the school, or the democracy of the street. The home ideals are the only ideals from which there is no appeal. "The way we do things at home" forms the eternal yea and nay for the child, after all. The comments of the children themselves make the situation clearer than any amount of theory. All who have had experience in teaching know what it means to be confronted with such remarks as these: "My mother says you take cold if you take a bath in

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the winter"; or, "My father won't let us open the windows"; or, "My mother lets us have all the tea and coffee we want"; or, "They say we don't need any toothbrushes until we're older." It is clear we shall have to educate a generation of fathers and mothers before we can see many changes in the homes.

But new ideals are being established, and the children tell us this, too, by their comments, as these two remarks from children in the Providence Home School will show: "I love to be brought up in this way! And I am going to bring up all my children just like this"; and this: "Father read aloud to us last night just as you do; he read a poem from the daily paper and something from a classical book."

The instinct of imitation may be relied on to bring about many changes it would be most difficult to effect through any formal preachments. And it is through the establishment of wholesome standards for the home that we shall most surely promote the assimilation of the immigrant population.

The play spirit

Perhaps there is nothing we need more, here in America, than the spirit of play — a sort of

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abandonment to recreation and enjoyment. Not, of course, the enjoyment that has amusement, merely, for its end and is concerned chiefly with moving pictures, dance pavilions, and sensational sports of the Coney Island type; but the kind of enjoyment that stimulates an intelligent delight in all wholesome and diverting forms of recreation. In their desire for some form of sensation, the youth of to-day seem to be losing the power to enjoy sports of skill, or the games and pastimes that require some mental energy and activity. Summer playgrounds are doing much to direct and stimulate an intelligent play spirit in the younger children, but the working-girl, in the monotonous round of her life, meets little that makes an appeal to the play side of her nature. Often she becomes strangely stolid and unsusceptible to all influences for the free and spontaneous enjoyment of sports and games. She lacks the physical energy for active games, and the perseverance and mental application for the quiet ones. Those who have studied the youth at the dance halls and in the audiences at the moving-picture shows have been struck with their lack of animation and *esprit*; at the theater it takes the objective humor of the buffoon to provoke much response. The greater isolation of the

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homes of even twenty-five years ago, and the lack of public amusements in the cities and villages, conferred a benefit upon the children in making them inventive and resourceful in devising their own pleasure. Aside from the games and various tricks and plays for entertaining younger brothers and sisters, that form a regular part of the amusements of the home school, there are many activities that help to create an atmosphere of recreation. The school garden, with all its outdoor freedom in the planting, the care, and later the picking of vegetables and flowers, is a wholesome form of recreation. The joy which the children who are deprived of home gardens take in picking and arranging flowers is sometimes pathetic, and often some child will beg for the discarded bouquets to take home. Reading aloud, lectures, musical evenings, and occasional trips to museums and art galleries and out into the country, all contribute something to the play side of life.

In the Providence Home School the girls have given simple plays, making their own costumes and adapting and arranging their own simple stage-setting. There is, perhaps, no form of amusement that gives so much pleasure to all as this.

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Domestic service

The interest and enthusiasm many girls show concerning all matters of housekeeping seems to indicate that the general distaste for domestic service is not directed so much to the work itself as to the conditions which govern this employment. There is a gregarious instinct in humanity that draws people into pleasures or occupations where there is association with others, and it is this, largely, that has established a preference for those employments that offer social intercourse, and for work in cities rather than work in the rural districts. The isolation of domestic service, at least as it is now organized, is one of the first things to turn young girls away from it. "It's too lonesome for me" is the comment one so often receives from the girls themselves. And in housework a girl's duties and hours of recreation are rarely outlined as definitely as they ought to be, which tends to develop the feeling that she lacks independence and that her work is never done.

No one looks down upon a woman here in America for doing her own housework, and no one considers service to a business employer menial, and so it is not easy to explain just why

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domestic service is universally considered demeaning, and for this reason looked upon with distaste by the wage-earning girl. The good wages paid for general housework, and the fact that board and room are furnished, make it possible for a girl to save more money than in most employments, and at a far smaller risk to health and physical comfort. Still, she continues to choose other occupations which, apparently, have less to offer. The attitude between mistress and maid is rarely as satisfactory as that which exists between the business employer and his help; something of the old servile idea still seems to cling to the relations of mistress and servant.

The fact that she must leave her home and break up the home associations keeps many a girl from going into domestic service, and in preference she will enter the store or factory and still keep in the family circle. One of the objectionable features would be removed if this employment could be organized more as others are, offering more freedom and independence and the possibility of living at home. Indeed, many of the sanest thinkers feel that the problem of domestic service will be most satisfactorily solved by the somewhat new régime of having the house-work done by competent girls who come in to

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work by the day or for a few hours of each day, instead of by a servant who makes her home with the family. This plan has been tried more or less all over America and almost invariably with success, although maintained without proper organization. Under such conditions, the woman in charge of a household can do just what part of the work she prefers, and can hire some one to do those tasks she does not have time or taste for.

For years Jane Addams has contended that employment bureaus should be managed by the public schools, and an opportunity for this is surely opened through the home school. The work in these schools could be so organized that the public would be greatly benefited in being able to secure cooks, waitresses, laundresses, seamstresses, and skilled labor in any branch of housecraft from schools where the work is carried on from the standpoint of both theory and practice.

If the public schools could offer skilled and reliable workers to meet the ever-increasing demand for efficiency in domestic service, such a condition would help to put domestic service on a plane of equality with other vocations, a position it ought to occupy in the industrial world. The recognition of the importance and dignity

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of domestic service by the public through the public schools, and the social democracy existing among the girls themselves, would do much toward removing the silly prejudice against this most useful and interesting line of work.

Here is a big problem and a splendid opportunity open to the home school, and if some satisfactory solution can be found for the many vexing questions of domestic service, a truly great thing will thereby be accomplished for the peace and prosperity of American homes.

VI

A GENERAL OUTLINE FOR THE WORK IN THE HOME SCHOOL

*Grammar and high school credit for home school
work*

IT must be distinctly understood that the course of study and activities outlined here are merely given as suggestions from which better working programs for any given locality may be developed. Much of the work and methods here set forth has been tried and found satisfactory in the housecraft schools of Providence, Boston, Cincinnati, and Los Angeles, but work adapted to one place is not always suitable for a different locality unless modified, and the teacher must adapt the courses to suit his particular local conditions.

It is believed that the less formal are the relations of the home school with the grammar or high schools, the better will be the results. While the work supplements the academic studies, the freer it can be kept from scholastic routine the more vital it will be. One reason why the activities may strike at the root of

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things in a new way is that the home school is not dominated by the tenets of any higher institution and may escape the alluring dangers of routine method.

It is desirable, however, that the grammar and high schools, in granting their regular diplomas, should be willing to recognize the work of the home school by giving a time allowance for the work done there. Her diploma is very dear to the heart of the grammar school girl who will never be able to win a credential for more advanced work. And with a diploma she is, also, often better able to secure a good position. The necessity for helping in the support of the family that takes many a girl out of the seventh or eighth grade makes it impossible for her to get her grammar school diploma. Her day work, however, in shop or factory would not preclude her attendance at home-making classes conducted at night, or by day on a schedule approved by factory owners. The work so offered might add greatly to her industrial efficiency, and in any case would enable her to enter more successfully into the struggle for happiness and for daily bread.

The idea is not merely to make the earning capacity of a girl greater, but, rather, to develop

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from the stratum where economic pressure is greatest a new type of woman,— clean, intelligent, industrious, and competent. The work in housecraft, although elastic and meeting more individual needs than the fixed demands of a class, is so planned as to offer a two-year course for the older girls and a three-year course for the younger ones.

Outline for the work in the home school

FIRST YEAR.

Sewing: Simple hand and machine work.

Aprons, caps, holders, etc., and hemming linen.
Work-bags, laundry-bags, handkerchief-bags,
and similar articles for learning the different
stitches.

Patching, mending, and darning.

Cutting simple patterns for all articles made.

Cooking: Plain household cooking, including the most
simple dishes suitable for breakfast, luncheon,
or supper, and dinner.

Bread-making.

Elementary discussions of food values.

Marketing.

SECOND YEAR.

Sewing: Hand and machine sewing.

Under-garments, shirt-waists for women, shirts
and shirt-waists for boys, and underwear for
little girls.

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Embroidery, crochet work, knitting, etc.

Making and adapting patterns.

Cooking: Household cooking and planning of menus.

Special dishes — salads, ices and ice creams, desserts, etc.

Preserving and making pickles, relishes, and jelly.

Dressing poultry and preparing special meat dishes.

Discussion of food values.

Marketing.

THIRD YEAR.

Sewing: Home dressmaking and making over.

Home millinery.

Adapting patterns and making linings.

Designing as applied to dressmaking and millinery.

Making bows, buttons, folds, etc., for trimming.

Clothing for babies and young children.

Cooking: Invalid cooking.

Preparation of foods for babies.

Proper foods for growing children.

Cold luncheons for laboring men and women.

Physiological and nutritive values of foods.

Preparation of daily home menus.

Marketing.

The HOUSEKEEPING course is carried through the three years, and on account of the nature of the work little difference can be made in the requirements for each year. All of the work, however, may be planned with reference to pro-

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gression, and with a view to creating independence and initiative. The course suggested here includes :—

Sweeping.

Dusting.

Care of floors, rugs, curtains, etc.

Removing stains.

Laundry work.

Bed-making.

Different ways of spreading the table and serving a meal in the home.

Training for the waitress.

The course in HYGIENE is carried through the three years and includes :—

First aid to the injured.

Home nursing.

Care of the teeth.

Care of the complexion.

Care of the hair (scalp, shampoo, etc.).

Care of the hands.

Care of the feet.

Bathing.

Care of babies and young children with special reference to feeding, clothing, bathing, accidents, and illness.

Sex hygiene.

In connection with the courses in COOKING, HOUSEKEEPING, and HYGIENE, the following matters pertaining to the management of the home receive special consideration :—

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Molds—a form of plant life causing decay.
Milk tests.
Butter tests.
Coffee tests.
Simple water tests.
Making of filters.
Making of fireless cookers.
Home heating.
Home ventilation.
Meter readings.
Sanitary plumbing.
Electric bells.
Cost of home lights—suggestions for improvements.
Home gardening.

Instruction is given also in basketry, chair-caning, the making of box furniture, papering and painting rooms, and other arts that can be used to advantage in the home.

Hygiene

It is not necessary or even desirable that the work in hygiene in the home school include all the factors that contribute toward a sound physical development. Apparatus work, social, esthetic and gymnastic dancing, corrective work with individuals, are all necessary and important in the wider field of physical culture, but these must be cared for through other organizations. Perhaps the two most important things that can

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be taught through the home school are personal hygiene and hygienic cooking. Almost all our troubles, either in the economic realm or social realm, can be traced to something wrong in our conceptions of hygiene. If we are diseased or unhappy, it is largely because we are not well born or not well fed. The teaching of hygiene is conceded to be one of the greatest necessities in vocational education. We may debate the wisdom of giving a place to the study of English, industrial history, civic responsibility, or any other subject dear to the heart, but hygiene has undisputed right to first place on any course of study.

The informal atmosphere of the home school makes it possible to discuss all matters in a simple, direct way, which relieves the situation of embarrassment. The girls, coming under the teachers in small groups of not more than ten, soon become individualized, each personality making some appeal to the teacher's wider knowledge and experience.

As indicated by the outline for the course of study, the hygiene will include such matters as properly belong to the administration of the home, as what to do in emergencies, the family health, food, ventilation, clothing, home sanita-

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tion, etc. It may be taken for granted that the girls will show the greatest interest in these subjects; the instinct of self-preservation in the human race almost invariably responds to any convincing suggestion for physical betterment. Each season of the year, all localities, and many employments bring their own form of danger and accident, and these must be studied and presented with a view to reducing those casualties that occur through ignorance. In knowing *what* to do, the fear and panic in emergencies are largely removed. Ragpickers gathering bits of coal from the piles of ashes on the railroad tracks are often badly burned from having the clothing take fire from some smoldering ember; carelessness in the use of gasolene, heedlessness in cooking, defective chimneys, and many other agents contribute many accidents from burning, yet few of the people most liable to these dangers know what to do for burns, a great amount of suffering being the result of this ignorance.

Children and adults suffer much from various skin diseases that could be avoided by simple forms of treatment and greater care in regard to cleanliness. More and more does one become convinced that an appalling amount of disease is the result of ignorance, and, also, is tolerated or

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regarded with indifference through lack of knowledge.

Although the necessity for instruction in the hygiene of sex forces itself upon one more and more in the ever-changing phases of our complex social conditions, yet many thoughtful and able men and women do not feel that a solution of this difficulty will come through formal instruction and the presentation of biological facts to minds wholly untrained in scientific modes of thought and scientific conceptions of the world in which they live. The essentially emotional character of all matters pertaining to sex puts them beyond the reach of medical charts and biological theories. Besides, there is a quality in youth itself that is too poetic to admit of any touch in these subjects save that which takes full account of all the emotional, spiritual, and mysterious aspects. In the minds of the finest men and women, something spiritual will always cling to questions of sex and put an eternal denial to any matter-of-fact, unanointed handling of the most vital and priceless mystery of humanity. A girl's knowledge of herself is something of gradual growth and comes more through an unfolding *influence* from a wise mother or teacher than through the presentation of physiological or biological fact. Wherever

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there is the atmosphere of home, or consideration for others, or responsibility for younger children, then is there the atmosphere for molding the sex instincts of the girl and leading her out into wider knowledge of her functions. In the atmosphere of the home school, with the domestic pursuits, the discussion of proper amusements, the sewing and cooking for babies, the training in care of younger brothers and sisters, and the scientific consideration of all matters relating to health, there is an ideal opportunity for presenting sex hygiene in a manner that will strengthen the fundamentals of character and make for the betterment of the race.

Work in the South and elsewhere

In the South matters of home sanitation would take a somewhat different aspect, and problems not met in the North would present themselves for solution. Hookworm, "ground itch," mosquitoes, and their connection with malaria, dengue fever, and yellow fever, how to keep the house free from ants and cockroaches, diet for the summer months, and many similar topics would come up for consideration in home-making in the South.

In all tourist towns, sanitation in connection

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with tuberculosis ought to be carefully discussed with the girls, to give them a realization of the dangers to the community from carelessness in regard to this disease and all infection that may be conveyed by contact.

In cooking, the teacher would utilize all the products of the locality, and would present appetizing ways of serving all the fruits and vegetables which are to be had for little expense, during the year, each in its season. In Florida the products are particularly varied, including the fruits and vegetables of the North and also many sub-tropical products. The problem of diet confronting the teacher is a most interesting one, and one that offers opportunity for originality and adventure, as the commercial value of many delicious fruits and vegetables has not yet been established, or the different palatable ways of serving them exhausted. In Florida the season requiring most study as to diet is the time from about the first of July to the first of October, the season when the sun is too hot for raising most vegetables, and one must depend upon the tropical products and the rather scant variety of Northern vegetables supplied by the local markets. Good health during the warm, Southern summer is dependent upon correct diet, and the subject is

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worthy careful study. A large field is open here to the domestic science teacher of originality, for developing home menus that shall be inexpensive, wholesome, appetizing, and suited to the climate. And Nature, always helpful and suggestive, has put into these months many valuable foods. The eggplant is a wholesome substitute for meat, cheaper and more healthful ; the okra, which may be cooked in many ways, is a particularly healthful vegetable for hot weather, the mucilaginous properties having a soothing action on the intestines ; the avocado pear has scarcely a parallel for richness in food values, as salad or as dessert ; the citrous fruits, mangoes, pineapples, and guavas, all add variety and some healthful agent to the summer diet.

Economy and food values

From the beginning, the cost of all materials used must be discussed, and a sense of relative values developed. It is an unfortunate fact that the working-girl is usually extravagant in dress ; her tastes do not lead her to desire books, pictures, or accomplishments, and her spending money as a rule goes for cheap amusements and dress. Girls working in the department stores get an exaggerated idea of the importance of

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dress and a taste for expensive materials, and gratify these tastes at the expense of other things more worth while. This is not surprising, for in her business dealings with people she is constantly catering to the tastes of the rich and those absorbed in the problems of fashion, and it is but natural that she should form her standards from her daily experiences. It is a most profitable exercise to have girls plan a wardrobe according to a weekly wage, giving dress its relative value and making simple principles of art a basis rather than fashion. No meal should be prepared or garment made without a careful consideration of its cost and its relation to the other expenses of the household. Any child old enough to cook an article of food or make a garment is old enough to learn how to select it and to estimate its value in dollars and cents. These matters, informally discussed, may be developed into a practical and vital course on the management of home business affairs.

It has been said that "It is the poor man's money that is most injudiciously spent in the market, and the poor man's food that is most badly cooked in the home." On the other hand, there is much suffering among well-to-do people from eating more food than can be properly

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utilized by the body. Ignorance as to the simple principles of nutrition results in a great waste of money and a reduced efficiency of the body. For people of means, the injury to health is the greater loss; for the wage-earners, the money loss, from stress of circumstance, is the immediate consideration. Indeed, it is becoming more and more evident that a thorough study of the physiological and nutritive values of foods should be a part of every girl's education.

Observations of practical life and scientific research disclose many mistakes in food economy that could easily be prevented through education. Expensive foods are used when cheaper ones are as nutritious, and might be made almost or quite as palatable; the diet seldom shows a proper balance of fuel ingredients and flesh-forming materials; serious errors in cooking are made, and a great deal of fuel wasted; excessive quantities of food are eaten, and much nutritive material discarded as kitchen refuse. With these general deficiencies in mind, there is a definite line of work in practical economy and food values open to the teacher of cooking in the home school. Many neighborhood settlements and soup kitchens have furnished object lessons on the food-purchasing power of money, and the

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value of skillful cooking at home rather than expensive market products ; and there is needed in our public school instruction just such an opportunity as is given by the home school for influencing the prevailing conceptions of home cooking and establishing new ideas of economy and thrift.

School program

If the work at the home school is offered as a regular part of the grade instruction, the program will be planned with reference to the other studies as a part of the regular operating day. If, however, the home school is entirely independent of the grammar school, although a part of the public school system, as is true in Providence, then there may be greater freedom in the program of its activities.

The hours from 4 to 6 in the afternoon may be used for this work, the three classes, sewing, cooking, and housekeeping as outlined in the course of study, meeting daily. The entire period would be needed for the cooking and for some of the sewing classes, but in the housekeeping the two hours could be divided, giving a chance for bed-making, cleaning, mending, and the various other lines of instruction included in this

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course. The group of girls doing the laundry work would need the entire period, and also the group preparing the dining-room and spreading the table for the serving of a meal. If a careful record is kept of the work of each girl, a rotation of occupation may be planned to give the members of the division an opportunity to do all the work outlined in the course.

So far as possible, the activities outlined for the day and season should be those necessary in any well-ordered home, and there should be such correlation and harmony between the various occupations that service to the home and the welfare of the family would everywhere be the *motif*. For example, since the kitchen exists to provide for the dining-room, there must be daily coöperation between the cooking and housekeeping classes, and so far as possible all the articles cooked in the kitchen should be served in the dining-room. This gives practice in the different ways of serving, in table manners, and social intercourse of the family at meal-time, and also gives the cooking classes experience in the punctual and appetizing preparation of foods. Planting the kitchen garden in the spring, canning and pickling vegetables in the autumn, making gifts for Christmas, planning games and amusements for the

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long winter evenings, and countless other duties and pleasures may be used to demonstrate ideals of a useful, industrious, and happy home life.

If, as an incentive, or for any other reason it seems advisable to mark the girls on their work, it is obvious that some system of marking must be used that will indicate the fundamentals of character rather than skill. The marks in a home school should form a basis for estimating character and personal value, and should give credit for intelligent effort and those qualities that win in the larger sense, as well as for excellence in immediate results.

Where as little positive direction is given as possible, failure to accomplish a task or mistakes that arise from immaturity are of far less importance than the ability to do logical thinking, or the disposition to be inventive and resourceful.

Taking this point of view, a girl should be marked on such qualities as loyalty, punctuality, efficiency, disposition, endurance, sense of duty, initiative, quickness, thoroughness, etc., and her rating should, in a sense, indicate her present ability as well as her potentiality as a home-maker or worker in any other vocation.

VII

THE HOME SCHOOL OF PROVIDENCE, RHODE ISLAND

Location

MR. RANDALL J. CONDON was one of the first of our modern educators to grasp the trend of the vocational movement, and his far-sightedness is exemplified in the move made while he was superintendent of the Providence schools for securing the active coöperation of the Manufacturers' Association of Providence with the public school system, and in extending the control of the schools over the half-time pupils when employed in the shops. He saw that the necessity for preparing girls to become home-makers is even greater than that of preparing boys to enter the factories, and it was his clear and concrete ideas as to the scope, function, and possibilities of a housecraft school for girls that made it possible for such broad and varied activities to crystallize in the Willard Avenue Home School of Providence.

In his report before the School Committee, Mr. Condon said :—

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Comparatively little has been done in public schools as yet to prepare girls for the most important and most difficult of all feminine vocations, that of housewife and mother. I want the teachers in the Home School to feel that they have a big family of girls to be brought up in the old-fashioned way. Since the home is of more importance than the shop or factory, it is even more necessary to educate girls for motherhood and the home pursuits than to educate them for the industries or the professions.

So it was with these ideals as a guide that the teachers entered into the work of this new project.

A five-room flat, rather below the average, perhaps, situated in one of the thickly settled and poorer districts of the city, was selected, the object being to show what may be done to make the ordinary tenement attractive and homelike. The arrangement of rooms was well adapted to the new enterprise, including a hall, living-room, sewing-room, dining-room, bedroom, kitchen, bathroom, and a basement laundry.

Before the opening, circulars were printed and distributed, stating briefly the object of the new school and the time and place for registration. The teachers awaited the developments of registration day with much curiosity and interest. As

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the hour for opening approached, the narrow street rapidly filled with children, and immediately in front of the Home School they were crowded so thickly it was impossible for teams to pass, and one could hear the excited call of ice-man and fruit-vender to "Clear the street!" Many disappointed children were turned away, as it was impossible to take those under thirteen years of age; but the first week showed an enrollment of over one hundred and seventy-five girls and an ever-growing waiting-list. Almost every week some little girl would appear at the door, saying, "I was n't old enough to come when it opened, but now I've turned thirteen." One youngster already enrolled asked, with time-saving forethought, "Can Tessie come to school next Monday? Her birthday's on Saturday and she'll be thirteen"; and one tiny child came to the door, saying, "Can I come to the Home School? I was only nine years old when it opened, but now I'm eleven."

Furnishing the home

The problem of renovating and furnishing the flat was put into the hands of the pupils of the Technical High School, and thus became to them a practical application of their theoretical work.

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Under the guidance of teachers in the various departments of home economics, the Home School afforded vital lessons in home-making, as the pupils were confronted with the task of furnishing and decorating a real home at the least possible expenditure,—the problem that confronts every family of moderate means. The pupils of the Technical High selected the wall paper, planned the color scheme to be carried out in the different rooms, chose furniture, paint and floor stain, and made and decorated the simple, tasteful curtains. The boys as well as the girls aided in making articles for the Home School, contributing picture frames, towel-racks, ironing-boards, a cabinet for the bathroom, a large clothes frame for the laundry, an ornamental lamp, and other articles for home use and adornment. So before the Home School was opened, in the hands of the wise superintendent, it had served as the most practical sort of a laboratory for many students in home economics.

It has been the desire of those connected with the school that it should be a growth of the conceptions and needs of those who occupy it ; and so many things in the furnishing were left for the Home School girls to complete, thus bringing a lesson of responsibility as well as appealing to

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the home-making instincts of a girl's nature. During the first weeks they were busy hemming tablecloths, napkins, and dish-towels, and were expressing their taste and ingenuity in hanging curtains and pictures, placing furniture, arranging dishes in the china-closet, and in getting acquainted with the problems of cleaning and settling a new home. Since the opening, the girls have done all the work connected with the school except caring for the furnace. They have built the fire in the kitchen range, and have done all the cleaning and all the laundry work. The washing and ironing represents no small amount of effort and responsibility, and the articles laundered include hand-towels, dish-towels, tablecloths, napkins, doilies, drawn-work, table and bureau covers, aprons, curtains, and the sheets, pillowcases, and spreads used in the demonstrations of bed-making.

Operating day

The work has been divided into three parts,—the sewing, the cooking, and the housework,—a teacher being in charge of each department. As the home environment and size of the rooms necessarily limit the number of pupils which it is possible to accommodate satisfactorily, the girls

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have been divided into groups of about ten, one group under the supervision of each teacher. Thus, one division numbering about thirty attends on Monday and Tuesday afternoons from 4 to 6; a second attends on Monday and Tuesday evenings from 7.30 to 9.30; a third division numbering about the same attends on Wednesday and Thursday afternoons of each week; a fourth on Wednesday and Thursday evenings; a fifth on Friday afternoons, Friday evening being reserved for social gatherings. The group of girls having sewing for one lesson, has housekeeping the next, and cooking for the third lesson, coming back again to sewing for the fourth lesson. With this rotation and the careful records kept by the teachers, every girl receives instruction in all the work of the three departments. The afternoon classes are made up chiefly of children from the grammar schools, and the evening classes of working-girls who are employed during the day.

The sewing has included the hemming of linen and sheets for the school, the making of holders and other simple household articles, mending when necessary, and the making of aprons and caps for cooking and serving. The equipment of the sewing-room is simple but adequate, including

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a sewing-machine, low sewing-chairs, a cutting-table, a chest of drawers for keeping materials, and a workbox for each girl fitted out with the necessary articles for sewing.

The cooking has been planned to give a knowledge of the proper preparation of simple home food and the serving of it to a small family. Wholesome and well-balanced combinations of food suitable for breakfast, luncheon or supper, and dinner have been prepared and served, and special attention has been given to the making of good bread, biscuit, muffins, and such essentials in cooking.

A comprehensive course in housework has been carried out, including :—

1. Bed-making and all that pertains to the hygienic care of the sleeping-room.
Bed-making for the sick and care of the home sick-room.
2. Cleaning, sweeping, dusting and care of the floors, rugs, curtains, draperies, etc.
3. Laundry work ; the theory of cleansing ; how to bleach, remove stains, etc.
4. How to serve meals ; how to spread the table and care for the linen ; table manners, etc.

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5. Informal talks on hygiene.
6. Informal talks on books, nature study,
etc.

The work in hygiene has embraced what to do in emergencies, care of the hair, care of the teeth, complexion, the feet, as well as more intimate matters of hygiene. The results have been astonishing, showing many interesting developments and proving beyond question that many things can be handled in the home environment that it is impossible to approach adequately in the ordinary schoolroom.

The recreation hours with books have included reading aloud, discussions of poetry, pictures, and the home life of famous Americans,—home life at Mount Vernon, at Longfellow's home in Cambridge, at Esek Hopkins's home in Providence, and at other historical homes in New England and elsewhere. Occasional walks for the outdoor observation of birds and flowers have helped to stimulate an interest in books on outdoor life and recreation, and to create an enthusiasm for new avenues of enjoyment and benefit.

In many ways the work of the evening divisions has differed from that of the afternoon, an effort having been made to fit the work spe-

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cifically to the needs of the older girls. These classes are composed of working-girls, many of whom are looking toward having homes of their own in the near future, and so the problems of the selection of all articles for home adornment and use, simple ways of preparing and serving meals and offering hospitality, and other matters pertaining directly to the management of a home, have received special attention. As a part of their work the evening girls have been fitting up an attic room in the tenement, selecting and putting on the wall paper themselves, painting the wood-work, finishing the floors, making articles of furniture and curtains, and framing the pictures.

Home economics and ideals

In all the departments of the work the cost of materials has been discussed and the relation which one expenditure bears to the other household expenses. Precept and example have been given to show the wisdom of buying only what can be paid for, and of waiting for any household article, no matter how much desired or needed, until something really worth while can be purchased ; and as many problems as possible have been given to bring out the satisfaction of being able to practice economy, and the intelligent joy

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of being inventive and resourceful. The girls have written notebooks covering all the work in the school. The notes are carefully prepared by the teachers and copied by the girls, and are designed not only to aid in the work of the school, but also with reference to the needs of some of the homes into which they go.

The words so often quoted in the New England Home Economic Association, that "the public schools recognize all religious beliefs but favor none," have had their significance here, where so many nationalities and creeds are gathered together. A large proportion of the children are from orthodox Jewish families, and while it has not been best or possible to have a Kosher kitchen, care has been exercised in the selection of foods, that the preparation of nourishing dishes might be learned with as little offense as possible to religious principles. Out of respect to the Jewish Sabbath, the children have not been required to work on Friday evenings, but the evening has been made a social one, and has served as an opportunity for bringing to the girls a class of entertainments both helpful and interesting and calculated to create a taste for something better than the ordinary moving-picture show and the five and ten-cent vaudeville. These Friday

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evening entertainments have included interpretative readings, music, stereopticon lectures, and talks on first aid to the injured, conduct, hygiene, economy, and other practical themes.

Coöperation

Active affiliations have been established between the Home School and the Public Library, the Park Museum, the District Nurses' Association, the Young Women's Christian Association, and other organizations that would offer helpful and uplifting influences, and representatives from these organizations have visited the school and given informal talks to the girls. The Public Library and Traveling Library of the State Board of Education have supplied about two hundred volumes for the use of the Home School. This well-chosen library contains helpful books on domestic problems, history, art, fiction, nature study, and also many books in Yiddish that can be enjoyed by the girls with their parents in their own homes.

A flower and vegetable garden has been planted under the direction of the supervisor of school gardens, and this is cared for by the girls. The object is not merely to offer healthful outdoor recreation, but also to cultivate a wider sense of

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household industry and economy and to show what may be done with a small plot of ground toward furnishing flowers and vegetables for home use. The quality of the soil, the position with reference to the house, the exposure to the sun, and other facts have been studied with a view to planting the flowers and vegetables best adapted to the conditions.

In harmony with the point of view that provision should be made for the largest possible use of the school plant for both day and evening for the entire year, free consultation for babies for every Saturday afternoon has been instituted, and other efforts put on foot for utilizing the Willard Avenue property in other ways for the benefit of the neighborhood. At the Saturday afternoon clinics, a woman physician presides and is assisted by two of the district nurses. The mothers bring their babies to be examined and weighed, and they learn from the physician and nurses how to bathe, dress, and feed their babies and young children to keep them in the best possible physical condition. A record is kept of each child, that its improvement may be noted from week to week, and any child needing medical attention during the week receives it through the district nurses.

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As to the vitality of the work at the Home School, the most satisfying assurances have come from the girls themselves, and almost every day discloses some instance where things learned at school have been put into practice in the home. One girl told with evident pride that she was showing friends in her neighborhood how to change the sheets of a sick-bed without removing or exposing the patient, and many reported that no one in their homes knew how to make a bed until they showed how the sheets could be tucked in "so they can't pull out." A pupil, rather more ambitious than the rest, perhaps, collected about her a little group of girls not attending the Home School, and taught them her newly acquired knowledge of making beds and of changing the sheets for the comfort and safety of a patient. An older girl, a young woman of about twenty-three, explained that she had never been able to help her mother with the household duties until coming to the Home School. Now she takes a share in the cleaning and cooking, and specially enjoys spreading the table and waiting upon the family at meal-time. One of the fathers, having received an injury, was brought home unconscious, and the daughter, who had been in the classes where emergencies are dis-

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cussed, was the only one of the household, or among the neighbors coming in to help, who knew how to prepare the bed to receive the injured. The teacher giving the talks on the care of the hair has been called upon to inspect the success of her directions for an egg shampoo, and a young woman employed in one of the department stores, being asked by her companions what she was doing to improve her complexion so much, said, "I told them this is what we learn at the Home School." Some instances of co-operation with the homes are not without an element of humor. Little Jennie reported that her father had burned the library book she had taken from the school, and when the teacher went to investigate, the father blandly said, "Yes, this place's pretty small and *they* [probably referring to mother and daughter] brings in so much stuff I has to burn out the rubbish every little while." He was surprised to find that the book was worth fifty cents, but was quite willing to pay for it. From the mothers has come spontaneous testimony that their girls are a greater help in all housewifely duties after receiving the training at the Home School, and one mother confessed that her own work had been improved by watching the way in which her little daughter did things.

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No lessons have been more popular than those on hygiene, and the girls have offered to remain after school hours if they might have extra work along this line. Many of the requests sent in for books for the library have been requests for books on hygiene, and much interest has been shown in the discussions on ventilation, pure water, sanitary drinking-cups and towels, the transmission of disease by contact, malaria and the mosquito, and other matters pertaining to public health. This is a particularly hopeful sign, for when the factory girl herself is intelligent enough to demand sanitary conditions in which to work, and sanitary tenements in which to live, she will get them.

VIII

HOUSEKEEPING NOTES USED AT THE PROVIDENCE HOME SCHOOL

IN directing the work at a home school there is a double purpose to be considered, that of accomplishing the necessary duties of the school, and that of furnishing simple suggestions that can be put into practice in the homes of the children. The home school is a typical home, standing for certain principles of simplicity, economy, beauty, and order, and the activities must be organized in such a way as to demonstrate the value of these ideals. The type, as to location, furnishing, service, meals, etc., must be within the reach of the majority who attend. The model may be vastly more esthetic than any home in the neighborhood, and may yet be within the reach of the neighborhood pocket-book. It has often been proved in settlement work that certain evidences in the model home that seem to reflect an atmosphere of extravagance and luxury are merely the result of cleanliness and thrift and taste.

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One of the greatest difficulties is that of adapting the instruction to meet all sorts of home conditions. Some children must be taught how to keep the table-linen clean and neat, and others must be shown how to make a table attractive and orderly with paper napkins; for some the serving of a meal is the simplest sort of an operation, while for others, particularly those who contemplate domestic service, the thorough training for an expert waitress is necessary. The informal atmosphere of the home school, the helpful and sympathetic relations between teachers and pupils, and the social democracy of the girls, make it possible, however, to carry out individual instruction as one cannot in other schools.

Often even the older girls do not know the uses of the various household articles, and must be told the names of utensils familiar to most housekeepers. And the directions for all the work must be plain and simple, and even the most familiar things will require repeated explanation and demonstration. Writing down the household operations helps to fix them in the minds of the girls, and there is educational value in learning how to proceed on any problem from notes.

The housekeeping notes used at the Provi-

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dence Home School were written to meet the needs of a particular school and a particular locality, and might not prove adequate in another locality unless revised somewhat. They are offered merely as suggestive material.

How to clean house

Motto for good housekeeping :— Economy, cleanliness, and quickness.

Dust. Dust often contains germs of sickness ; and so do not let it collect anywhere in the house.

Sweep the corners thoroughly, and sweep under the beds and other furniture.

Never put dust in the coal-hod or kindling-box or in any such place, but empty the dustpans and carpet-sweepers on a newspaper and burn the dust in the paper.

Often shake the dust-cloth out of the window or door, and see that the dust-cloths are kept clean.

Sweeping. When cleaning a room, have the windows open to let out the dust and freshen the air. When possible, have a vacuum cleaner. Use both sides of the broom for sweeping, using the narrow side to take the dust from the cracks, and the broad side for the floor, and sweep with short strokes, being careful not to scatter the dust up and about the room.

Always hang up a broom when not in use, and wash brooms occasionally in warm soapsuds or in warm water and ammonia.

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Always sweep a floor thoroughly before scrubbing it or before oiling it. Begin at the corners of the room and sweep toward the center, collecting the dust in little piles instead of carrying it from one end of a room to another.

Do not sweep the dust from one room to another, but sweep each room separately.

Remove small rugs before sweeping, and large ones that cannot be removed, fold back to the center of the room, to leave as much of the floor exposed as possible. After sweeping a floor, go over it with a cloth or dust-mop moistened with kerosene or some good floor oil.

Rugs. Shake the small rugs out of doors. When sweeping or beating rugs, put them on the ground ; do not hang them over a clothesline, as the line will in time cut even the strongest rug. Beat both sides thoroughly, then sweep with a broom.

Rugs may be cleaned with carpet-soap, and ought often to be freshened by wiping with warm water and ammonia. Use a tablespoonful of ammonia to a pail three quarters full of water.

Floors. Hardwood floors are the best and may be finished in dark or light shades to suit the taste of the household.

Do not scrub hardwood floors, but clean with a little kerosene or floor oil. A wax finish may also be used.

When it is necessary to clean with water, use half a pail of warm water and two tablespoonfuls of kerosene.

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Softwood floors may be painted or stained. A stain is the better finish when the floors are not too much damaged or discolored.

Floor varnish may be used over a stain. When possible have floors stained or painted, and use rugs that may easily be cleaned instead of a carpet fastened to the floor. It is cleaner, more healthful, and more attractive to furnish with rugs.

Softwood floors may be cleaned with lukewarm water and kerosene or with a cloth or mop dampened with floor oil.

Clean off all grease-spots from floors with soap.

Clean all dust-mops, brushes, etc., with ammonia and warm water.

How to serve meals

The table. The end of the table farthest from the living-room is called the head of the table, and the opposite end is called the foot.

When ready to serve a meal, have the dining-room in perfect order and the temperature about 70 degrees.

The linen. The table-linen must be clean and free from wrinkles. Always fold the tablecloth carefully after a meal, and try in every way to keep the table-linen neat and clean, as a little care will save a house-keeper time and trouble in washing and ironing.

Try to make everything about the table as attractive as possible. Place flowers or a small plant or a dish of fruit in the center. A simple, dainty center-

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piece of embroidery, lace, or drawn-work adds to the appearance of the table.

In spreading the table for a meal, do not crowd it with unnecessary articles.

“Dinner is served” is the proper way to announce that the dinner is ready. “Breakfast is served,” and “Luncheon is served,” etc., for other meals.

The serving-table. All housekeepers doing their own cooking and serving will find a little serving-table in the dining-room very helpful. Many things may be put on the serving-table and so keep the dining-table from being too crowded.

The water-pitcher, the salad, and dessert, extra plates and silver may all be put on the serving-table, and thus save many trips to the kitchen.

Spreading the table. Allow nine or ten inches for each plate at the table, and from fifteen to twenty inches, or more, between each place, when possible.

Put knives at the right with cutting side toward the plate.

Put forks at the left with the tines up.

Put the spoons at the right of the knife, with the bowls up.

Put the knives, forks, spoons, and plates about half an inch from the edge of the table.

At the point of the knife, put the water glass.

At the point of the fork, put the butter plate.

At the left of the fork, put the napkin. The napkin may be put between the fork and knife if there is no plate there.

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Put the salt and pepper boxes between the places set.

Put the chairs before each place with the backs about three or four inches from the edge of the table.

Serving. Pass all dishes from which food is taken, at the left side.

Put the filled plates down from the right.

Remove all dishes from the right.

After passing salt and pepper, or pickles, or sugar, or any article on the table, put the article back in the place from which it was taken, to keep the table looking neat and orderly.

Never reach across a person at the table when serving, and never reach from one side of the table to another to get a dish.

Never pile dishes on the serving-tray.

Stand on the left side when taking dishes from the person who is carving, or serving the dessert, etc.

In waiting upon a family, serve the lady who presides over the household first.

In serving where there are guests, serve the lady who is at the right of the host, first.

About two minutes before the family are called to a meal, fill the glasses with water and put on the butter and bread.

Clearing the table. After the family have left the dining-room, use a large clearing-tray to take the dishes from the table.

First remove all dishes containing food; second, remove all the soiled dishes; third, remove all the clean dishes and silver.

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Scrape the crumbs when all the dishes have been removed. The crumbs may also be removed by using a plate and napkin.

Air the dining-room after each meal, and use the carpet-sweeper to take the crumbs from the rug.

Do not leave the dining-room table spread with a cloth or dishes for the next meal unless the room may be closed and shut off from the rest of the house. Dust and germs collect on articles exposed in a room where people are sitting and passing, and the habit of leaving a table spread is not a sanitary one.

Have a neat table-cover of some colored material or of linen or embroidery for the dining-room table when not in use.

A plant or flowers or fruit may decorate it during the day.

Motto. Learn to do everything in your home so well that you will not be dependent upon servants.

Laundry work

Washing. Always sort the clothes before washing, putting together: (1) The table-linen. (2) The bed-linen, towels, body clothes, and handkerchiefs. (3) The flannels. (4) The colored clothes and stockings.

When possible, soak the clothes overnight or for several hours to loosen the dirt. Rub soap on the most soiled parts, roll up each article, put in a laundry tub, and cover with warm water.

When ready to wash, rub the clothes on the wash-

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board, using warm water, and get fresh water when necessary, for one cannot wash clothes clean in dirty water. After rubbing, put the clothes into the boiler.

Boiling. Clothes must be perfectly clean before boiling. It is better to put them into cold water and let it come to a boil. For ordinary clothes, boil from ten to fifteen minutes. Boiling helps to whiten the clothes and also destroys germs. In case of sickness, boil the clothes about half an hour.

Wash garments wrong side out, and hang them out to dry in this way, and when wringing be careful to fold in all the buttons and hooks and eyes.

Boil dust-cloths and floor-cloths, etc., after the other things are finished.

Bluing. After boiling, rinse in two or three waters, using warm water. Wring the clothes, and then put them in the bluing-water. Have the bluing-water cold, and do not let the clothes stand in it or they will become streaked.

Drying. Always dry the clothes out of doors when possible and have the clothesline clean.

Wring from the bluing-water and then hang out to dry, putting pieces of a kind together.

Fold tablecloths once lengthwise, and smooth out wrinkles as much as possible, and dry in this way.

Hang out sheets in the same way.

Many garments can be sun-dried and need not be ironed if hung out to dry very carefully, and carefully smoothed and folded by hand. Knit underwear may

THE HOME SCHOOL

always be finished in this way, and sheets, towels, and even pillowcases in emergencies.

Bleaching. Bleach clothes by sunshine and fresh air and by hanging on the line without wringing. There are chemicals which whiten clothes, but sunshine is the best bleacher.

Flannels. Woolen materials will easily shrink if not carefully handled.

Make a suds with Ivory soap or some good wool soap and warm water, and wash the garments in this, pressing and squeezing the material with the hands, but not rubbing on the washboard. If the garments are much soiled, they may be soaked for about ten minutes in warm water and ammonia, a teaspoonful of ammonia to a gallon of water. Rinse several times in warm water, wringing with the wringer, but never pulling or twisting with the hands. Hang in a warm place to dry, and stretch the garment into shape while drying. Do not iron woolen underwear, but flannel shirts and shirt-waists may be pressed with a moderately warm iron.

Stockings. Wash stockings in clean soapsuds. If washed in water that has been used for white clothes, white particles will adhere to them.

Starching. Either cooked or uncooked starch may be used (also called hot starch and cold starch), but the cooked starch is more satisfactory, for it is less liable to stick to the iron.

The amount of starch used varies with the number of articles to be starched and the weight of the

HOUSEKEEPING NOTES

materials. Heavy materials require thicker starch than light materials.

The proportions for boiled starch are about one measurement of starch to eight of water for thick starch, and twice that amount of water for thin starch. The amount of starch needed varies also with the condition of the weather, as clothes stiffen more readily on a sunny, quiet day than on a windy, damp day.

Always mix starch with a small quantity of cold water, stirring until thoroughly dissolved. Then add a little oil, wax, paraffine, or borax, to keep the irons from sticking. Next add the required amount of boiling water, stirring constantly to keep lumps from forming, and finish by boiling for a few moments on the stove. Add a drop or two of bluing, and if the starch seems too thick for some materials, thin with cold water.

Sprinkling. The sprinkling or dampening should be done some time before the clothes are to be ironed, to let the moisture soak evenly through the materials.

Have the table perfectly clean on which the clothes are dampened.

A patent sprinkler may be used, or a whisk-broom, or the hand if the drops can be made small enough.

Dampen each piece separately, and roll up all large pieces separately, folding the sides and ends into the middle.

Table-linen should be very damp.

THE HOME SCHOOL

Sprinkle clothes in cold water, as they are more likely to mildew when hot water is used.

Ironing. Cover the ironing-board with an old blanket or some other heavy material, and over this tack tightly and securely a clean ironing-sheet. It is better to use new material for the ironing-sheet, and it must be kept clean by frequent washing.

Have several folds of clean paper under the iron rest, and keep on hand a piece of beeswax for cleaning the irons, and a clean cloth on which to test the heat of the irons and on which to wipe them.

Use a piece of cloth to wash off all spots from the clothes, and to moisten them if they dry too fast.

When ironing large pieces, keep the clothes-basket under the ironing-board to protect the clothes from the floor, or spread papers under the ironing-board.

Use heavy irons for heavy materials, and light irons for light materials, and iron all articles until thoroughly dry.

As a rule, iron trimming and ruffles first, and the straight parts last, and stretch all parts of a garment into shape.

Iron embroidery on the wrong side to bring out the pattern, and gently stretch laces into shape.

Use as hot an iron as is possible without scorching the clothes.

Iron napkins and hand-towels on both sides.

When ironing tablecloths, make a lengthwise fold through the center and iron the cloth on both sides. Make a second lengthwise fold and press carefully.

HOUSEKEEPING NOTES

Do not press the cross-folds, but make them lightly with the hand.

Tablecloths and napkins that are old or made from linen that is very light in weight will look much better if starched a little. Use one cupful of thin starch to half a pail of bluing-water.

Iron over several thicknesses of cloth to bring out the pattern in embroidery, etc.

How to remove stains

Tea, coffee, cocoa, and most fruit stains can be removed by pouring boiling water through the discolored part. Stretch the stained part over a wash-basin or bowl, and pour on boiling water. Some fruit stains will come out if boiled in water and a little baking-soda.

For grease, oil, etc., wash first in cold water and soap, and then rub with warm water and soap. Use gasolene for fabrics that cannot be put in water. On some materials kerosene may be used to cut the grease, after which sprinkle on powdered chalk or magnesia. Powdered chalk or magnesia used freely will usually absorb grease from any material.

For paint, tar, etc., use turpentine, alcohol, wood alcohol, or gasolene.

Sugar and gum can be dissolved by alcohol.

For ink use diluted oxalic acid or wash several times in milk.

For iron rust use lemon juice and salt, and if possible expose to the sunlight.

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Blood-stains should be washed first in cold or slightly warm water, being allowed to soak; then rub out with warm water and soap.

Use alcohol, or warm water and a little sal-soda, to take out grass stains.

Remove perspiration by washing in strong soap-suds and bleaching in the sun before rinsing. If the stains are specially dark, use diluted muriatic acid.

Use soap and warm water to clean white veils, gauze, silk crepe, etc. After washing, bleach with oxalic acid, using about one quarter of an ounce to two gallons of water. One part peroxide of hydrogen to ten of water is a good solution for bleaching. Leave the material in this solution overnight.

Ammonia is a valuable cleansing agent, and chloroform may be used on delicate colored materials that cannot be washed.

After using gasolene, always sift on powdered chalk or magnesia to absorb the moisture and grease.

Rub always toward the center of a stain, and have several folds of clean cloth under the spot.

A good selection of articles for the home laundry

Boiler.

Wringer.

Washboard.

Clothes-basket.

Small table.

Ironing-board.

HOUSEKEEPING NOTES

Sleeve-board.

Clothes-rack.

Dipper.

Tea-kettle.

Pan for making starch.

Large spoon for starch.

Three or four irons (the old-fashioned kind with handles attached are best).

Sprinkler of some sort to dampen the clothes.

Pail.

Knife for shaving soap and cleaning irons.

A clean clothesline.

Clothespins.

A clothes-stick.

When storing irons, rub with vaseline and wrap in paper.

Never put irons soiled with starch back on the stove without cleaning thoroughly. To clean them, rub on a paper on which salt has been sprinkled, or scrape clean with a knife. It is sometimes necessary to wash irons with soap and water.

Do not blacken a laundry stove; clean it with a cloth, and wash it off occasionally with warm soap-suds.

The boiler, washboard, wringer, and all articles in the laundry must be wiped perfectly dry after using.

Loosen the screws of the wringer after using, to preserve the rollers.

IX

SOME DISTINCTIVE METHODS OF THE HOME SCHOOL

WITH all the varied interests pursued, no effort should be made to compete in any way with the technical and trade schools or any institutions where industrial work can be better done, but rather to preserve in every way the simple, home-like atmosphere and character of the work, and to cultivate in the girls a taste for home surroundings and household duties. A love of household occupation must be developed to crowd out a love of ease, and joy must come not from idleness but from competence.

Cleanliness and taste

Every effort must be made to cultivate the element of taste,—taste in dress and personal adornment and in the selection of everything that enters into the making of a home. Beginning with cleanliness as the basis of all beauty, a simple consideration of color and form and design and use may follow, reaching out in this

SOME DISTINCTIVE METHODS

way into all the aspects of life both material and spiritual. To give through the home an ideal of good taste that may be lived into every phase of existence should be the motive of the home school.

Home coöperation

In every way possible direct coöperation with the homes of the children should be maintained to establish that human relationship between teachers and pupils and parents which it is almost impossible to establish in the more formal conditions existing in most of the public schools. How to take care of younger brothers and sisters, and problems of diet, sleeping arrangements, dress, and scores of domestic perplexities in the homes of the children may be discussed and most satisfactorily handled through the collaboration of sympathetic teachers. And the notebooks written by the girls covering all the work in the school must be so simple, direct, and comprehensive as to furnish helpful and practical information for the homes into which they go.

Freedom and individuality

While the courses of study in the various departments of housecraft must be educational and progressive, yet the best results have been ob-

THE HOME SCHOOL

tained by retaining a certain amount of elasticity to preserve that freedom and individuality which constitute one of the greatest charms of any home. In a general way, all the activities should be planned with reference to progressive difficulty, to make them more dynamic and to keep them from degenerating into mere observation work and useful information. Scientific study of some form carried along with the housecraft will help to point a reason and provide a motive for the work. The germ theory, the theory of cleansing as applied to laundry work, chemical actions and changes in the preparation of foods, physiological and nutritive values, the scientific study of sinks, bathrooms, etc., hygienic dress, and many other scientific aspects of the problems of home-making, should be presented and discussed clearly and simply. Nothing should be done by mere rule of thumb.

The words of Dr. Henry Suzzallo, of Columbia University, that "great economic gain does not come merely from turning out more heels at a machine, but also from gaining a social point of view which will enable one to prevent a strike," sound the new individualism which is at the root of modern vocational education. We can no longer attempt to reach adequately a body of workers

SOME DISTINCTIVE METHODS

through mass methods. An atmosphere of wider sympathy has come which takes into account the capacity and the soul back of the work. For many years group work has been resorted to as a means of establishing temporary order and discipline, but now a broader way has opened up for developing an independent and self-reliant human being.

Initiative and invention

Those working with girls in home-making schools see the exceptional opportunities for developing initiative, invention, and individuality. The wise teacher will realize that her highest function is to become merely the ideal environment and atmosphere, and she will leave the girls alone with their problems, allowing them the clarifying right of making mistakes, and the joy and growth that comes with discovery and invention. To give girls such a problem as painting and papering a room is to give them the opportunity of experimenting with large things in a vital way, and is sure to set in motion enthusiasm and inner self-activity.

Breadth

Instruction in household arts is not only a way to efficiency, but it is a way to happiness and

THE HOME SCHOOL

self-expression and greater civic intelligence. And the problem is one that cannot be handled through traditional method. There is danger that such schools will be established before teachers and directors for the work can be found who by scholarship and experience are qualified to handle so broad a problem. Indeed, in many respects the demands for a striking and forceful personality are more exacting than in other lines of public school work. In addition to tact in handling children and young women, and an appreciation of the educational values and possibilities of her work, the woman who goes into the organized work of home-making must be able to see life in clear and definite outlines, and must have the education, refinement, culture, and taste necessary to cover every phase of home life and to cover it adequately for the needs of the vastly different social groups and nationalities that will be represented by her pupils. She must have had the experience necessary to give her a knowledge of people, and she must know thoroughly and sympathetically the community life of her neighborhood. It is not enough to understand cooking, sewing, laundry work, and all the industries of the home, but she must also have the artistic knowledge and the taste to select suitable pictures,

SOME DISTINCTIVE METHODS

furniture of good design, artistic rugs, curtains, and other articles of home decoration. She must know the simple, refined, and effective ways of serving meals and offering hospitality, and her ideas must be practical enough to be used by the children in their homes. And she must know the ennobling influences of nature, and art, and music, and literature, and through them be able to lead others into new realms of poetry, romance, and wisdom.

X

CONCLUSION

The home school and the essentials of a progressive life

As the most thoughtful educators for some time past have been working on their problems with a view to meeting more practically the demands of the community, the home school training and its means of offering the fundamentals of an education seem to point to one solution of this absorbing and perplexing question. And even more important is the social and ethical side when it is realized that the home school is an opportunity for putting inspiration into the drudgery of daily necessity, and for capturing the *soul* that will one day express itself in the relations of wife and mother. What sometimes appears to be a distaste for the duties of motherhood grows largely out of the fact that the interests of the girl of to-day have been transferred from the home to other centers of activity. Her wage-earning pursuits are not carried on in her home, neither do her pleasures center there. The office, the shop, the

CONCLUSION

club, the dancing-hall, and a score of other associations have estranged her sympathies and taste from the home environment. Woman is instinctively creative, and this instinct expresses itself, biologically, in the function of motherhood. The natural and normal outlet for creative self-expression is the bearing and rearing of children and the building-up of the home and the home life. So to every girl, in whatever walk of life, should be given the training and education which will awaken her enthusiasm and enchain her interest in the vocation of home-making. And the precepts taught, and the ideals held out to her as to the scope of the home, must be alluring, ever-growing ones, including all the essentials of a progressive life. The home must grow to house the enlarging activities and responsibilities of woman, that all her most vital interests may focus within the home, and give to her a growing ideal of the responsibility, the dignity, and the beauty of life that becomes the "vision" for all humanity; for "where there is no vision, the people perish."

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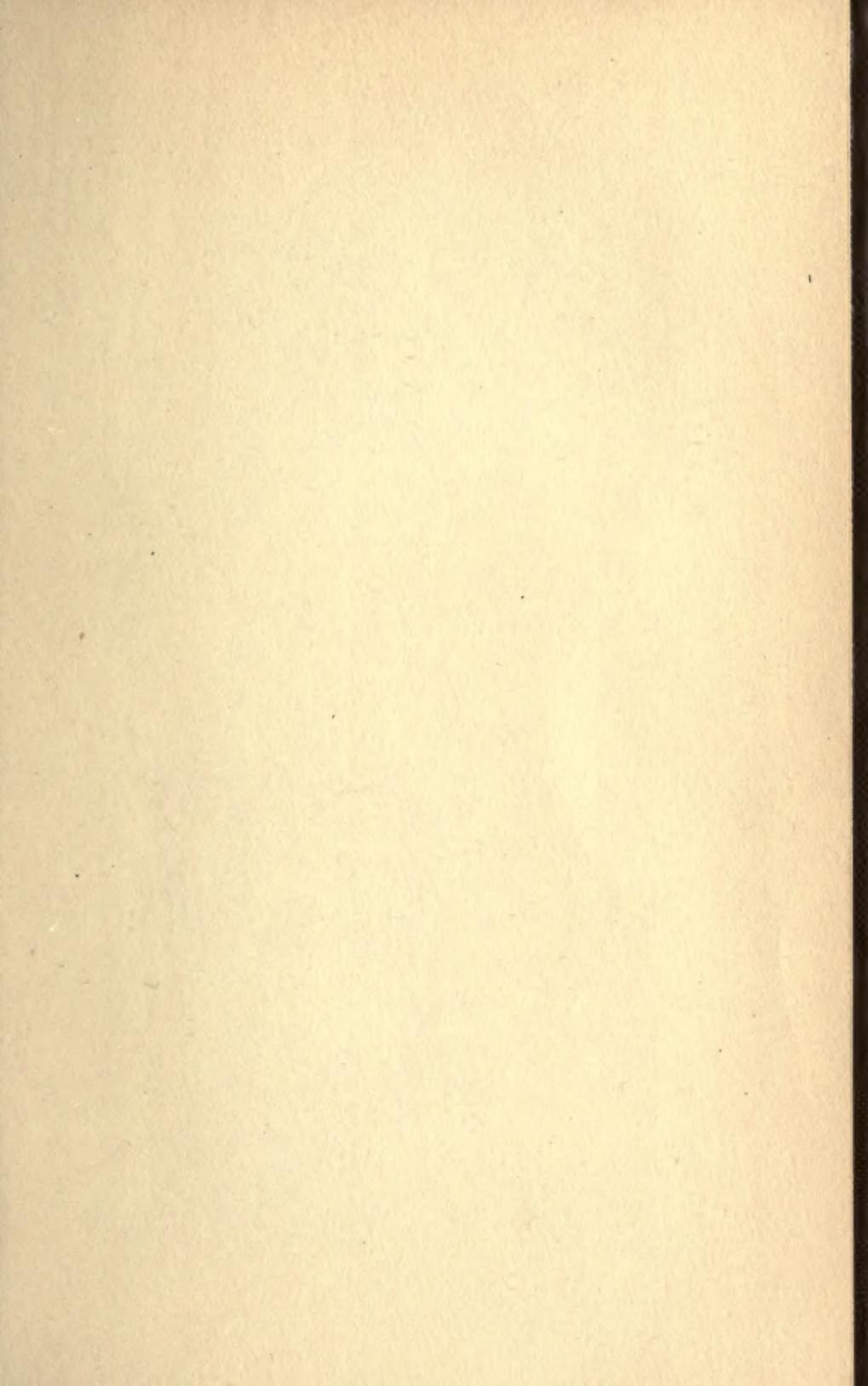
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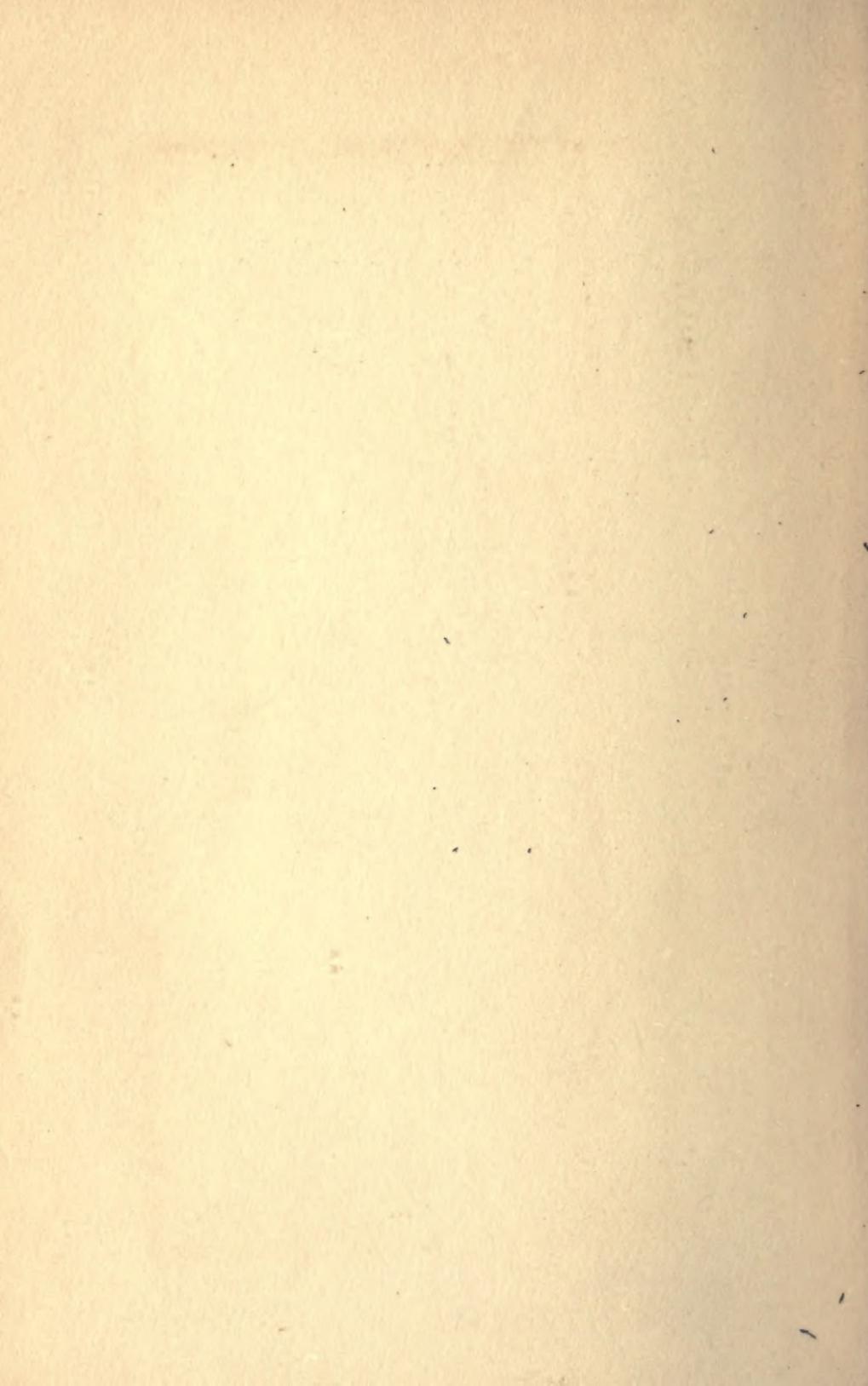
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